



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2009
Code: 10921872
SAU: Lisbon School Department
School: Lisbon Community School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2009

Grade: 5

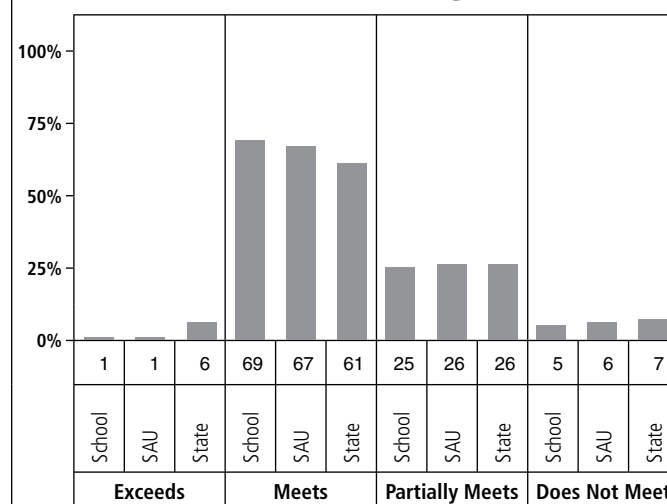
SAU: Lisbon School Department

School: Lisbon Community School

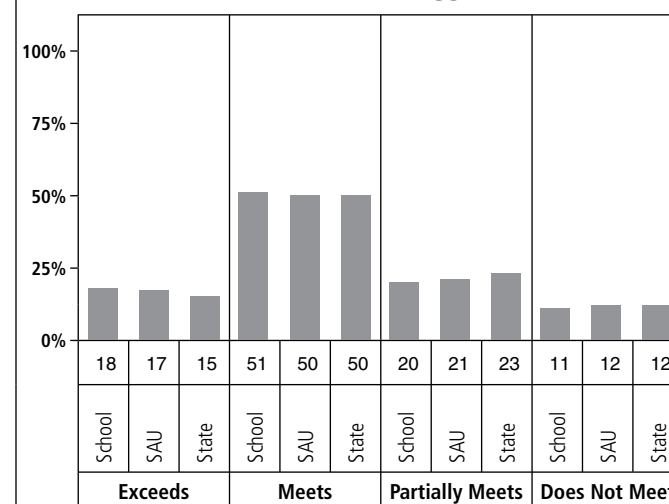
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	541	541	544
2007–2008	544	544	545
2008–2009	546	545	546
Cum. Avg.*	543	543	545
Mathematics			
2006–2007	540	540	546
2007–2008	548	548	546
2008–2009	547	547	547
Cum. Avg.*	544	544	546
Science			
2008–2009 **	542	542	543

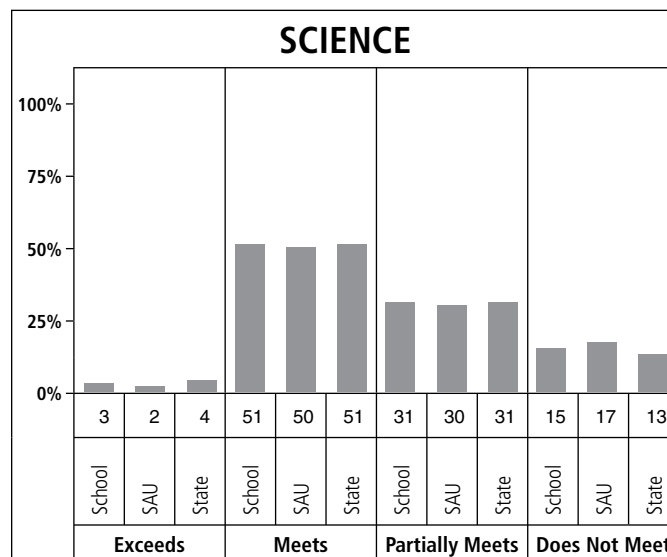
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009

Grade: 5

SAU: Lisbon School Department

School: Lisbon Community School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n		n		n		n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Total number of students	81	100	83	100	14212	100	80	99	82	99	14135	100	80	99	82	99	14144	100	80	99	82	99	14137	100
Ethnicity African American/Black	1	1	1	1	397	3	1	100	1	100	388	98	1	100	1	100	393	99	1	100	1	100	389	98
American Indian or Native Alaskan	1	1	1	1	110	1	1	100	1	100	110	100	1	100	1	100	110	100	1	100	1	100	110	100
Asian or Pacific Islander	0	0	0	0	259	2	0	0	0	0	253	98	0	0	0	0	258	100	0	0	0	0	257	99
Hispanic	2	2	2	2	175	1	2	100	2	100	172	99	2	100	2	100	172	99	2	100	2	100	173	99
Caucasian/White	77	95	79	95	13271	93	76	99	78	99	13212	100	76	99	78	99	13211	100	76	99	78	99	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	16	20	18	22	2479	17	16	100	18	100	2454	100	16	100	18	100	2455	100	16	100	18	100	2451	99
Current LEP	0	0	0	0	374	3	0	0	0	0	359	96	0	0	0	0	370	99	0	0	0	0	366	98
Economically disadvantaged	34	42	36	43	5848	41	34	100	36	100	5815	100	34	100	36	100	5819	100	34	100	36	100	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Participation without accommodations	43	53	44	53	10849	76	55	68	56	67	10872	76	64	79	65	78	10976	77
Identified disability (PET/IEP)	2	5	3	7	298	3	3	5	4	7	307	3	3	5	4	6	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	1	2	1	2	123	1	1	2	1	2	121	1	1	2	1	2	126	1
Participation with accommodations	37	46	38	46	3122	22	25	31	26	31	3124	22	16	20	17	20	3019	21
Identified disability (PET/IEP)	14	38	15	39	1992	64	13	52	14	54	2000	64	13	81	14	82	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	23	62	23	61	907	29	12	48	12	46	886	28	3	19	3	18	826	27
Participation through alternate assessment (PAAP)	0	0	0	0	164	1	0	0	0	0	148	1	0	0	0	0	142	1
Identified disability (PET/IEP)	0	0	0	0	164	100	0	0	0	0	148	100	0	0	0	0	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
Non-participation – other	1	1	1	1	58	0	1	1	1	1	49	0	1	1	1	1	55	0

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 5
SAU: Lisbon School Department
School: Lisbon Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	2	2	2	2	702	5
	2007-2008	0	0	0	0	659	5
	2008-2009	1	1	1	1	836	6
	Cum. Total*	3	1	3	1	2197	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	62	48	62	48	7730	55
	2007-2008	58	64	59	65	8195	58
	2008-2009	55	69	55	67	8495	61
	Cum. Total*	175	58	176	58	24420	58
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	43	33	43	33	4182	30
	2007-2008	21	23	21	23	3800	27
	2008-2009	20	25	21	26	3667	26
	Cum. Total*	84	28	85	28	11649	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	23	18	23	18	1419	10
	2007-2008	11	12	11	12	1362	10
	2008-2009	4	5	5	6	973	7
	Cum. Total*	38	13	39	13	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	30.7	64.0	30.3	63.1	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	15.0	62.5	14.8	61.7	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	15.8	65.8	15.6	65.0	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 5

SAU: Lisbon School Department

School: Lisbon Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	80	1	1	55	69	20	25	4	5	546	82	1	67	26	6	545	13971	6	61	26	7	546
Ethnicity																						
African American/Black	1										1						381	2	44	31	23	540
American Indian or Native Alaskan	1										1						110	0	48	38	14	541
Asian or Pacific Islander	0										0						252	11	58	21	11	547
Hispanic	2										2						166	4	54	32	10	543
Caucasian/White	76	1	1	52	68	19	25	4	5	546	78	1	67	26	6	545	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	16	0	0	5	31	7	44	4	25	537	18	0	28	44	28	535	2290	0	29	47	23	537
No	64	1	2	50	78	13	20	0	0	548	64	2	78	20	0	548	11681	7	67	22	4	548
Current LEP																						
Yes	0										0						354	1	35	34	30	538
No	80	1	1	55	69	20	25	4	5	546	82	1	67	26	6	545	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	34	0	0	23	68	10	29	1	3	544	36	0	64	31	6	543	5716	2	51	35	12	542
No	46	1	2	32	70	10	22	3	7	546	46	2	70	22	7	546	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	80	1	1	55	69	20	25	4	5	546	82	1	67	26	6	545	13963	6	61	26	7	546
Gender																						
Female	38	1	3	27	71	8	21	2	5	546	38	3	71	21	5	546	6882	8	62	24	6	547
Male	42	0	0	28	67	12	29	2	5	545	44	0	64	30	7	544	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1914	1	41	44	14	540
No	80	1	1	55	69	20	25	4	5	546	82	1	67	26	6	545	12057	7	64	23	6	547
Gifted/talented program																						
Yes	6	1	17	4	67	1	17	0	0	551	6	17	67	17	0	551	450	26	72	2	0	557
No	74	0	0	51	69	19	26	4	5	545	76	0	67	26	7	544	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: Lisbon School Department

School: Lisbon Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	0	0	2	50	2	50	531	7	0	0	50	50	527	4	2	40	34	24	540
B. less than one hour	83	1	2	45	68	18	27	2	3	546	80	2	68	27	3	546	70	6	63	26	6	546
C. one to two hours	11	0	0	9	100	0	0	0	0	547	11	0	100	0	0	547	24	7	61	26	6	546
D. more than two hours	1	0	0	1	100	0	0	0	0	548	1	0	100	0	0	548	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	30	0	0	18	75	4	17	2	8	547	32	0	69	19	12	545	36	10	67	18	5	549
B. good	48	1	3	27	71	9	24	1	3	546	46	3	71	24	3	546	47	5	62	27	6	546
C. fair	20	0	0	10	63	5	31	1	6	542	20	0	63	31	6	542	15	2	47	40	12	541
D. poor	3	0	0	0	0	2	100	0	0	540	2	0	0	100	0	540	2	0	30	46	24	537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	24	0	0	14	74	3	16	2	11	546	23	0	74	16	11	546	31	9	65	20	5	548
B. They match some of what I have learned.	55	1	2	31	70	12	27	0	0	546	54	2	70	27	0	546	55	5	63	27	5	546
C. They match just a little of what I have learned.	19	0	0	9	60	4	27	2	13	544	21	0	53	29	18	541	10	3	45	38	14	542
D. There is no match.	3	0	0	1	50	1	50	0	0	538	2	0	50	50	0	538	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	11	0	0	6	67	2	22	1	11	542	14	0	55	27	18	537	16	3	49	32	15	542
B. about the same as my regular schoolwork	56	0	0	29	66	14	32	1	2	545	54	0	66	32	2	545	64	7	63	25	5	547
C. easier than my regular schoolwork	33	1	4	20	77	3	12	2	8	548	32	4	77	12	8	548	20	5	62	26	7	546
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	13	0	0	5	50	4	40	1	10	540	15	0	42	42	17	536	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	34	0	0	15	56	11	41	1	4	543	33	0	56	41	4	543	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	53	1	2	34	81	5	12	2	5	548	52	2	81	12	5	548	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	14	0	0	8	73	1	9	2	18	544	15	0	67	8	25	540	20	10	64	21	5	548
B. 20 minutes to an hour	61	1	2	37	76	10	20	1	2	547	60	2	76	20	2	547	56	7	65	24	5	547
C. less than 20 minutes	14	0	0	6	55	5	45	0	0	544	13	0	55	45	0	544	10	3	52	33	12	543
D. I rarely read at home.	11	0	0	4	44	4	44	1	11	540	12	0	40	50	10	539	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	13	0	0	2	20	6	60	2	20	538	14	0	18	64	18	538	25	3	53	33	11	543
B. six to ten pages	32	0	0	17	68	7	28	1	4	544	32	0	65	27	8	543	26	6	61	26	7	546
C. eleven or more pages	56	1	2	35	80	7	16	1	2	548	54	2	80	16	2	548	49	8	65	23	5	547
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	0	0	1	100	0	0	534	100	0	0	100	0	534						
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 5
SAU: Lisbon School Department
School: Lisbon Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	6	5	6	5	1711	12
	2007-2008	12	13	12	13	1617	12
	2008-2009	14	18	14	17	2119	15
	Cum. Total*	32	11	32	11	5447	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	45	35	45	35	6778	48
	2007-2008	53	59	53	58	7284	52
	2008-2009	41	51	41	50	7046	50
	Cum. Total*	139	46	139	46	21108	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	59	45	59	45	3884	28
	2007-2008	16	18	17	19	3341	24
	2008-2009	16	20	17	21	3193	23
	Cum. Total*	91	30	93	31	10418	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	20	15	20	15	1683	12
	2007-2008	9	10	9	10	1778	13
	2008-2009	9	11	10	12	1638	12
	Cum. Total*	38	13	39	13	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	26.1	54.4	25.8	53.8	25.5	53.1
A. Number	18	38	10.2	56.7	10.0	55.6	9.8	54.4
B. Data	10	21	5.6	56.0	5.6	56.0	5.2	52.0
C. Geometry	10	21	5.1	51.0	5.0	50.0	4.7	47.0
D. Algebra	10	21	5.2	52.0	5.2	52.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 5

SAU: Lisbon School Department

School: Lisbon Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	80	14	18	41	51	16	20	9	11	547	82	17	50	21	12	547	13996	15	50	23	12	547
Ethnicity																						
African American/Black	1										1						385	6	35	28	30	537
American Indian or Native Alaskan	1										1						110	5	42	34	20	540
Asian or Pacific Islander	0										0						257	19	50	20	12	548
Hispanic	2										2						166	9	43	31	17	543
Caucasian/White	76	14	18	40	53	14	18	8	11	548	78	18	51	19	12	548	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	16	1	6	4	25	5	31	6	38	534	18	6	22	33	39	534	2307	3	32	32	33	536
No	64	13	20	37	58	11	17	3	5	551	64	20	58	17	5	551	11689	17	54	21	8	549
Current LEP																						
Yes	0										0						365	5	33	30	32	536
No	80	14	18	41	51	16	20	9	11	547	82	17	50	21	12	547	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	34	9	26	11	32	11	32	3	9	548	36	25	31	33	11	547	5731	7	46	29	18	542
No	46	5	11	30	65	5	11	6	13	547	46	11	65	11	13	547	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	80	14	18	41	51	16	20	9	11	547	82	17	50	21	12	547	13988	15	50	23	12	547
Gender																						
Female	38	2	5	21	55	10	26	5	13	543	38	5	55	26	13	543	6889	14	51	23	12	546
Male	42	12	29	20	48	6	14	4	10	551	44	27	45	16	11	550	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1918	3	39	36	22	539
No	80	14	18	41	51	16	20	9	11	547	82	17	50	21	12	547	12078	17	52	21	10	548
Gifted/talented program																						
Yes	6	3	50	2	33	1	17	0	0	558	6	50	33	17	0	558	450	64	34	2	0	564
No	74	11	15	39	53	15	20	9	12	547	76	14	51	21	13	546	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: Lisbon School Department

School: Lisbon Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	1	25	1	25	2	50	524	7	0	17	33	50	526	4	8	38	26	28	539
B. less than one hour	83	14	21	32	48	14	21	6	9	549	80	21	48	21	9	549	70	15	52	23	10	547
C. one to two hours	11	0	0	8	89	0	0	1	11	546	11	0	89	0	11	546	24	15	51	23	11	547
D. more than two hours	1	0	0	0	0	1	100	0	0	538	1	0	0	100	0	538	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	35	9	32	14	50	4	14	1	4	554	37	30	47	17	7	553	34	28	50	14	8	552
B. good	52	5	12	23	56	8	20	5	12	545	51	12	56	20	12	545	45	11	54	24	10	546
C. fair	11	0	0	3	33	3	33	3	33	536	11	0	33	33	33	536	18	3	45	33	19	540
D. poor	1	0	0	0	0	1	100	0	0	536	1	0	0	100	0	536	3	1	29	41	29	535
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	40	10	31	18	56	4	13	0	0	556	39	31	56	13	0	556	38	22	52	19	7	550
B. They match some of what I have learned.	50	4	10	21	53	9	23	6	15	544	50	10	51	24	15	544	48	12	53	24	11	546
C. They match just a little of what I have learned.	6	0	0	2	40	1	20	2	40	535	6	0	40	20	40	535	11	6	40	30	24	540
D. There is no match.	4	0	0	0	0	2	67	1	33	524	5	0	0	50	50	525	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	11	0	0	5	56	2	22	2	22	536	13	0	45	27	27	535	17	7	42	30	21	540
B. about the same as my regular schoolwork	61	7	14	23	47	14	29	5	10	545	60	14	47	29	10	545	64	15	53	23	10	547
C. easier than my regular schoolwork	28	7	32	13	59	0	0	2	9	556	27	32	59	0	9	556	19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	3	0	0	0	0	1	50	1	50	521	2	0	0	50	50	521	7	6	39	27	27	539
B. 30–45 minutes	25	3	15	13	65	3	15	1	5	549	27	14	59	18	9	547	28	9	49	28	15	544
C. 45–60 minutes	59	6	13	24	51	11	23	6	13	546	57	13	51	23	13	546	41	17	53	21	9	548
D. more than 60 minutes	14	5	45	4	36	1	9	1	9	557	13	45	36	9	9	557	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	0										0						6	14	43	24	20	543
B. two or three days a week	9	0	0	4	57	1	14	2	29	537	9	0	57	14	29	537	24	17	52	21	10	548
C. two or three times each month	25	4	20	7	35	6	30	3	15	544	24	20	35	30	15	544	33	17	52	21	9	548
D. never or almost never	66	10	19	30	57	9	17	4	8	550	67	18	55	18	9	549	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	10	1	13	5	63	1	13	1	13	547	11	11	56	11	22	545	23	13	47	26	15	545
B. two or three days a week	39	9	29	13	42	7	23	2	6	550	38	29	42	23	6	550	31	17	52	21	10	548
C. two or three times each month	30	1	4	15	63	5	21	3	13	546	29	4	63	21	13	546	27	17	52	21	10	548
D. never or almost never	21	3	18	8	47	3	18	3	18	544	22	17	44	22	17	544	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	0	0	1	100	0	0	540	100	0	0	100	0	540						
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number

SCIENCE RESULTS

Test Date: March 2009
Grade: 5
SAU: Lisbon School Department
School: Lisbon Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	2	3	2	2	626	4
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	41	51	41	50	7187	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	25	31	25	30	4364	31
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	12	15	14	17	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	48	100	28.7	59.8	28.4	59.2	29.2	60.8
D. The Physical Setting	24	50	13.0	54.2	12.8	53.3	12.9	53.8
E. The Living Environment	24	50	15.7	65.4	15.6	65.0	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 5

SAU: Lisbon School Department

School: Lisbon Community School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	80	2	3	41	51	25	31	12	15	542	82	2	50	30	17	542	13995	4	51	31	13	543
Ethnicity																						
African American/Black	1										1						382	2	31	32	35	535
American Indian or Native Alaskan	1										1						110	3	36	35	26	538
Asian or Pacific Islander	0										0						256	5	51	27	17	542
Hispanic	2										2						167	1	40	37	22	539
Caucasian/White	76	2	3	40	53	22	29	12	16	543	78	3	51	28	18	542	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	16	1	6	4	25	5	31	6	38	535	18	6	22	28	44	534	2309	2	29	39	29	536
No	64	1	2	37	58	20	31	6	9	544	64	2	58	31	9	544	11686	5	56	30	10	545
Current LEP																						
Yes	0										0						361	1	23	32	44	533
No	80	2	3	41	51	25	31	12	15	542	82	2	50	30	17	542	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	34	1	3	17	50	10	29	6	18	543	36	3	47	28	22	542	5729	2	42	37	20	539
No	46	1	2	24	52	15	33	6	13	542	46	2	52	33	13	542	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	80	2	3	41	51	25	31	12	15	542	82	2	50	30	17	542	13987	4	51	31	13	543
Gender																						
Female	38	0	0	17	45	16	42	5	13	541	38	0	45	42	13	541	6886	4	49	33	14	542
Male	42	2	5	24	57	9	21	7	17	544	44	5	55	20	20	543	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1917	1	31	41	28	536
No	80	2	3	41	51	25	31	12	15	542	82	2	50	30	17	542	12078	5	55	30	11	544
Gifted/talented program																						
Yes	6	0	0	5	83	1	17	0	0	551	6	0	83	17	0	551	450	25	72	2	1	557
No	74	2	3	36	49	24	32	12	16	542	76	3	47	32	18	541	13545	4	51	32	13	543

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: Lisbon School Department

School: Lisbon Community School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	1	25	1	25	2	50	530	7	0	17	17	67	527	4	2	37	35	25	538
B. less than one hour	83	1	2	32	48	23	35	10	15	542	80	2	48	35	15	542	70	4	53	31	12	544
C. one to two hours	11	1	11	7	78	1	11	0	0	550	11	11	78	11	0	550	24	5	51	31	12	544
D. more than two hours	1	0	0	1	100	0	0	0	0	546	1	0	100	0	0	546	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	19	0	0	8	53	3	20	4	27	540	20	0	50	19	31	539	26	7	56	26	11	545
B. good	54	2	5	23	53	13	30	5	12	544	54	5	52	30	14	544	53	4	53	31	11	544
C. fair	25	0	0	9	45	8	40	3	15	540	24	0	45	40	15	540	18	2	41	39	17	540
D. poor	3	0	0	1	50	1	50	0	0	544	2	0	50	50	0	544	3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	16	0	0	5	38	4	31	4	31	538	16	0	38	31	31	538	23	5	56	28	11	544
B. They match some of what I have learned.	51	1	2	21	51	12	29	7	17	543	50	2	51	29	17	543	48	5	52	31	12	544
C. They match just a little of what I have learned.	24	1	5	11	58	6	32	1	5	546	24	5	55	30	10	545	23	4	49	33	14	543
D. There is no match.	9	0	0	4	57	3	43	0	0	540	10	0	50	38	13	538	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	30	0	0	13	57	7	30	3	13	543	32	0	52	28	20	541	23	5	48	31	16	543
B. about the same as my regular schoolwork	57	2	5	22	50	14	32	6	14	544	56	5	50	32	14	544	58	4	52	32	12	543
C. easier than my regular schoolwork	13	0	0	5	50	3	30	2	20	539	13	0	50	30	20	539	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	16	0	0	2	15	7	54	4	31	534	16	0	15	54	31	534	33	5	51	31	14	543
B. a few times a week	49	1	3	20	51	12	31	6	15	544	50	2	49	29	20	543	45	4	52	32	11	544
C. once a week	8	0	0	4	67	2	33	0	0	542	7	0	67	33	0	542	8	4	50	30	16	542
D. a few times a month	28	1	5	15	68	4	18	2	9	545	27	5	68	18	9	545	15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	43	0	0	13	38	13	38	8	24	539	41	0	38	38	24	539	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	11	0	0	6	67	1	11	2	22	539	13	0	55	9	36	536	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	25	0	0	15	75	5	25	0	0	548	24	0	75	25	0	548	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	21	2	12	7	41	6	35	2	12	544	21	12	41	35	12	544	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	26	0	0	7	33	9	43	5	24	537	26	0	33	43	24	537	47	4	51	32	12	543
B. a few times a month	25	1	5	9	45	7	35	3	15	543	26	5	43	33	19	542	27	5	54	30	11	544
C. once a month	29	0	0	13	57	7	30	3	13	543	28	0	57	30	13	543	10	5	49	30	15	543
D. never or almost never	20	1	6	12	75	2	13	1	6	548	21	6	71	12	12	546	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	20	0	0	8	50	6	38	2	13	543	20	0	50	38	13	543	46	4	52	32	12	543
B. a few times a month	15	0	0	5	42	5	42	2	17	539	15	0	42	42	17	539	28	5	53	30	12	544
C. once a month	25	0	0	10	50	6	30	4	20	540	26	0	48	29	24	539	11	4	47	34	15	542
D. never or almost never	40	2	6	18	56	8	25	4	13	545	40	6	55	24	15	544	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	0	0	0	0	1	100	518	100	0	0	0	100	518						
C.	0										0											
D.	0										0											

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N = Number